



July 2020

Grow Your Own Teachers

A 50-State Scan of Policies and Programs

Amaya Garcia

Acknowledgments

I am grateful to many current and former New America colleagues who provided research assistance and thought partnership: Ingrid T. Colón, Roxanne Garza, Itziri Gonzalez-Barcenas, Jenny Muñiz, Lindsay Rapkin, Elena Silva, and Melissa Tooley. A special thank you to the members of New America's GYO Advisory Group for their thought partnership and collaboration. I appreciate Sabrina Detlef for her editorial support and Julie Brosnan, Fabio Murgia, Riker Pasterkiewicz, and Joe Wilkes for their assistance with communication, data visualization, and layout. This work would not have been possible without the generous support of the W. K. Kellogg Foundation and McKnight Foundation. The views expressed in this report are those of the authors and do not necessarily reflect the views of these individuals and foundations.

About the Author(s)

Amaya Garcia is deputy director for English Learner education in the Education Policy program at New America where she provides research and analysis on policies and programs related to bilingual teacher preparation and career pathways, bilingual education, English language proficiency and early education.

About New America

We are dedicated to renewing the promise of America by continuing the quest to realize our nation's highest ideals, honestly confronting the challenges caused by rapid technological and social change, and seizing the opportunities those changes create.

About Education Policy

We use original research and policy analysis to help solve the nation's critical education problems, crafting objective analyses and suggesting new ideas for policymakers, educators, and the public at large.

About PreK-12 Education

The PreK-12 initiative works to ensure that all children attending public elementary and secondary schools have access to and receive high-quality educational experiences, with a particular emphasis on improving equity and outcomes for traditionally underserved students.

About Grow Your Own Educators

Grow Your Own (GYO) is a teacher preparation strategy focused on developing and retaining teachers from the local community. GYO is often used to address teacher shortages and increase the diversity of the teacher workforce.

Contents

Introduction	5
Method	7
A Look at the Data	8
Findings	10
Conclusion	16
Glossary	17

Introduction

Over the past four years, New America has been researching Grow Your Own (GYO) programs as a strategy for growing and diversifying the teacher workforce. GYO programs—partnerships between school districts, institutions of higher education, and community-based organizations to recruit and prepare community members to become teachers in local schools—are increasingly popular as a strategy for teacher recruitment and development. We began this work with a focus on bilingual teacher development and the need for more bilingual teachers to support the needs of English learner students.¹

The need for GYO is clear. States are experiencing teacher shortages across subject areas, such as special education and bilingual education, and regions, particularly in rural areas. Research on GYO suggests that homegrown teachers have higher rates of retention and that these programs remove barriers that have kept some individuals from being able to access and persist in a teacher preparation program.² At the same time, states are making efforts to increase the racial and linguistic diversity of the teacher workforce. Students of color make up the majority of the K-12 student population, yet their teachers are majority white, female, and monolingual. GYO programs often focus on recruiting and preparing teachers of color³ who are invested in promoting social justice and changing the education system from within.

While GYO is not a new approach, the majority of research has focused on district-level programs⁴ that were not widely scaled or sustained⁵ and much of the work on program development has been done without state policy and investment. In 2005, Illinois became the first state to fund and implement a competitive GYO grant program designed to forge partnerships between community organizations and institutes of higher education that would prepare educators from the community for the community. As researcher Elizabeth Skinner describes, the state program was born out of a grassroots effort in Chicago's Logan Square neighborhood to help parents and community members become bilingual teachers in their local schools.⁶ Today seven states fund statewide GYO programs to help local school districts recruit and prepare the teachers they need.⁷

From its grassroots origins, GYO has recently garnered national attention as a strategy for strengthening and diversifying the teaching profession. GYO educator programs have been proposed by former presidential candidates Kamala Harris⁸ and Elizabeth Warren,⁹ with the College Affordability ACT HEA reauthorization bill,¹⁰ and in the Classrooms Reflecting Communities Act of 2019 introduced by Alabama Senator Doug Jones.¹¹

Given the expanding interest in GYO, we set out to learn more about these programs across the country. We conducted a 50-state scan to identify GYO programs—including target candidates, types of programs, and their design—and to investigate state policies that support GYO program development, implementation, and sustainability.

We found that the landscape of GYO educator pathways mirrors that of the broader educator pathway: highly localized with wide variability in program design. At the same time, GYO programs share a common goal of preparing teachers from the community for the community, and they face common challenges in designing programs that can meet candidates where they are.¹² This brief will highlight our findings to help uncover the current state of GYO programs.

Method

We examined programs that target high school students, paraeducators, non-certified school staff, and community members. The analysis was limited to programs that were geared toward local candidates (e.g., high school students, paraeducators, non-certified school staff) who would be teaching in their local community. However, to be as comprehensive as possible, we captured a broad range of programs that includes career and technical education, alternative certification, career ladders, and those that are more limited in scope (e.g., scholarships, student clubs).

All 50 states plus the District of Columbia were included in the scan. In the summer of 2018, we developed a coding framework that would allow us to gauge the policies and programs in place to support GYO. The framework was designed based on a review of external GYO educator literature and research, New America's existing research on GYO educator programs, and guidance from our GYO advisory group. The primary coding was conducted by three individuals. We relied on Google searches using the term "[state name] grow your own teachers," 50-state comparisons conducted by the Education Commission of the States on teacher retention and recruitment policies¹³ and secondary Career and Technical Education Clusters,¹⁴ state plans under the Every Student Succeeds Act (ESSA), and a Westat analysis of state teacher equity plans.¹⁵ Because the development of bilingual educators has been a key focus of New America's GYO research, we included a focus on GYO programs for bilingual educators and so also used the search term "[state name] grow your own bilingual teachers" and searched through programs funded by National Professional Development grants under Title III of ESSA.¹⁶ A reliability check was conducted for 30 percent of the states. In the spring of 2020, each state's data were reviewed and, when necessary, updated to include new programs or to remove programs that had lapsed.

In addition, we partnered with FDR Group to survey state Title II (e.g., teacher recruitment and preparation) and Title III (e.g., English learners) directors about efforts to recruit and prepare educators through GYO programs and other efforts to prepare and support bilingual educators. We administered the survey in the summer of 2018 and again in the spring of 2020. The first survey garnered responses from 42 states plus the District of Columbia and the second survey extracted responses from 46 states plus DC. The findings of the survey were used to supplement and confirm the information that we conducted in our independent review of GYO policies and programs.

A Look at the Data

Our state-level data are shown in the [table](#) below. The data feature policies and programs, with a focus on those for high school students and paraeducators, as they emerged as the two most prominent kinds of programs. We include a list of the different types of programs in each state and information on programs specific to bilingual educators. (See [here](#) for a glossary of terms).

State	Does the State Have a GYO Policy?	Does the State Fund Any GYO Programs?	Are there GYO programs for high school students at the state/district level?	What Types of GYO Programs are Offered?	Are there GYO programs for paraeducators at the state/district level?	What Types of GYO Programs are Offered?	Are there GYO Programs for Bilingual Educators?
Alabama	Ala. Admin. Code 290-4-3-.01	No	Yes	Future Teacher Club; Dual Enrollment/Internship	No	N/A	No
Alaska	Alaska Admin. Code tit. 4, § 12.375	No	Yes	Educators Rising; Career and Technical Education	Yes	Scholarship; Career Ladder	Yes
Arizona	No	Special Education Teacher Tuition Assistance	Yes	Educators Rising; Dual Enrollment	Yes	Scholarship; Partnership	No
Arkansas	Ark. Code Ann. § 6-17-310	Certified Teacher Assistant Pathway	Yes	Teacher Cadets, Educators Rising, Career and Technical Education	Yes	Residency; Traditional; Alternative Route; Partnerships	Yes
California	Cal. Educ. Code Ann. § 44393 and CA Budget Act 2018-19	Local Solutions to the Shortage of Special Education Teachers	Yes	Career and Technical Education; Dual Enrollment; Recruitment/Mentoring; Apprenticeship; Educators Rising	Yes	Scholarships; Partnerships	Yes
Colorado	HB 18-1309 and HB 18-1332	Grow Your Own Educator Grant Program	Yes	Dual Enrollment; Career and Technical Education; Future Educators Club; Apprenticeship	Yes	Micro-credentials; Partnerships; Community College Baccalaureate	No
Connecticut	Conn. Gen. Stat. Ann. § 10-151 and Conn. Gen. Stat. Ann. § 10-145w	No	Yes	Dual Enrollment; Career and Technical Education	Yes	Alternative Route	No
Delaware	Executive Order 61	Pathways to Prosperity	Yes	Educators Rising; Teacher Academy (Dual Enrollment, Career and Technical Education)	No	N/A	No
District of Columbia	No	No	Yes	Fellowship; Dual Enrollment; Career and Technical Education	No	N/A	Yes
Florida	No	No	Yes	Future Educators Club	No	N/A	No
Georgia	Ga. Code Ann. § 20-2-217	No	Yes	Future Educators Club; Career Pathway Teacher Apprenticeship; Scholarship	Yes	Partnership	Yes
Hawaii	House Bill 1070, Act 116	Grow Our Own	Yes	Career and Technical Education	Yes	Partnership	No
Idaho	RS27668 / S1325	No	Yes	Educators Rising	No	N/A	No
Illinois	110 ILCS 48 (2005) and PA 101-0122 (2019)	GYO Illinois	Yes	Student Org; Scholarship; Partnership	Yes	Partnership	Yes
Indiana	No	No	Yes	Teacher Cadet	Yes	Alternative Route; Apprenticeship	No
Iowa	No	No	Yes	Dual Enrollment	Yes	Partnership	No
Kansas	No	No	Yes	Career and Technical Education; Educators Rising; Call Me MISTER	Yes	Forgivable Loans; Partnership; Residency	No
Kentucky	Ky. Rev. Stat. Ann. § 161.167	No	Yes	Career and Technical Education; Educators Rising; Apprenticeship	No	N/A	No
Louisiana	La. Stat. Ann. § 17:74	No	Yes	Educators Rising	No	N/A	No
Maine	No	No	Yes	Partnership	Yes	Partnership	No
Maryland	HB 1432	Teaching Fellows for Maryland Scholarship	Yes	Career and Technical Education; Scholarship	Yes	Partnership	No
Massachusetts	Mass. Gen. Laws Ann. ch. 15A, § 19	Teacher Diversification Pilot Program	Yes	Pathway program (HS to AA to BA); Partnerships	Yes	Scholarships	No

Michigan	SB 848	No	Yes	Teacher Cadet/Academy (Career and Technical Education)	Yes	Partnership	No
Minnesota	HF 824	Grow Your Own Grant Program	Yes	Dual Enrollment; Educators Rising; Future Educators of America club	Yes	Partnership; Residency; Cohort model	No
Mississippi	No	No	Yes	Teacher Academy	Yes	Alternative Route; Partnerships	No
Missouri	No	No	Yes	Dual Enrollment; Internship; Scholarship; Loan forgiveness	Yes	Partnership	No
Montana	No	No	Yes	Educators Rising; Career and Technical Education track in early childhood education with opp for Dual Enrollment	No	N/A	No
Nebraska	No	No	Yes	Educators Rising	Yes	Partnership	No
Nevada	NRS 391A.575 and SB 555	Teach Nevada Scholarship	Yes	Partnership; Dual Enrollment; Scholarship	Yes	Scholarship	No
New Hampshire	No	No	Yes	Future Educators Academy (Dual Enrollment)	No	N/a	No
New Jersey	No	No	Yes	Dual Enrollment, Apprenticeship, Advising	No	N/a	No
New Mexico	HB 20	Grow Your Own Teachers Scholarship	Yes	Educators Rising	Yes	Scholarship; 2+2 program	No
New York	Bill S07504	Teacher Diversity Pipeline Pilot	Yes	Dual Enrollment, Career and Technical Education, mentorship, scholarship	Yes	Partnership; Scholarship; Alternative Route; Career Ladder	Yes
North Carolina	SB 257	Teacher Assistants Reimbursement Pilot Program	Yes	Teacher Cadet; Future Teachers of NC; Dual Enrollment	Yes	Scholarship	No
North Dakota	No	No	No	N/A	No	N/A	No
Ohio	Ohio Rev. Code Ann. § 3319.57	No	Yes	Educators Rising	No	N/A	No
Oklahoma	Okla. Admin. Code 610:25-9-2	Future Teachers Scholarship Program	Yes	Career and Technical Education; Pathway to work as paras in district while in college	Yes	Partnership; Alternative Route	Yes
Oregon	OAR 581-018-0400	No (not clear if program is funded)	Yes	Partnership; Scholarship; Dual Enrollment; Teacher Cadets	Yes	Partnerships; Residency	Yes
Pennsylvania	No	No	Yes	Teaching Magnet Program	Yes	Partnership; Apprenticeship; Residency	No
Rhode Island	No	No	Yes	Teaching Fellows	No	N/A	No
South Carolina	No	No	Yes	Teacher Cadets; Teaching Fellows; Call Me MISTER	Yes	Partnership; Scholarship	No
South Dakota	No - SB 81 - provisions were repealed on June 30, 2020	No (funding ends on June 30, 2020)	Yes	Dual Enrollment	Yes	Scholarship	No
Tennessee	No	No	Yes	Career and Technical Education; Educators Rising	No	N/A	No
Texas	General Appropriations Act, Article III, Rider 41, 86th Texas Legislature: Educator Quality and Leadership	Grow Your Own Grant Program	Yes	Career and Technical Education; Call Me MISTER	Yes	Scholarship	Yes
Utah	Rule R277-526	Paraeducator to Teacher Scholarship Opportunity	Yes	Career and Technical Education; Educators Rising	Yes	Scholarship; Partnership	No
Vermont	No	No	No	N/A	No	N/A	No
Virginia	§ 22.1-290.01	Virginia Teaching Scholarship Loan Program	Yes	Partnership; Career and Technical Education; Call Me MISTER	Yes	Scholarship	No
Washington	Chapter 181-80 WAC and RCW 28A.80.120 and RCW 28A.415.370 and RCW 28B.302.120	Alternative Routes Block Grant and Recruiting Washington Teachers - Bilingual Educators Initiative and Recruiting Washington Teachers and Pipeline for Paraeducators Conditional Scholarship	Yes	Teacher Academy	Yes	Partnership; Conditional Loan; Community College Baccalaureate	Yes
West Virginia	No	No	Yes	Career and Technical Education	No	N/A	No
Wisconsin	No	No	Yes	Educators Rising; Scholarships	Yes	Scholarship	Yes
Wyoming	No	No	No	N/A	No	N/A	No

NEW AMERICA

Findings

Our scan yielded five main findings about the reach and scope of GYO policies and programs across the nation:

1) Localities use the term GYO in different ways to address common problems.

New America defines Grow Your Own as partnerships between educator preparation programs, school districts, and community organizations that recruit and prepare local community members to enter the teaching profession and teach in their communities. However, we did not impose this definition on the states and localities that were included in this scan. Broadly, a range of definitions were observed and some states did not define the term at all. For example, Missouri's guidance resource on GYO describes it as a strategy to "help districts grow their own teacher pipeline...by attracting and supporting students in their home districts to become future teachers."¹⁷ Minnesota frames GYO in terms of the program's stated goal, which is to diversify the state's educator workforce.¹⁸ Hawaii leans on both the intended targets of GYO, noting that the scholarship funding is for individuals working as emergency hires, substitute teachers, or educational assistants, and the aim to address teacher shortages.¹⁹ Overall, we found that GYO is being leveraged as a strategy for solving teacher shortages and increasing the diversity of the teacher pipeline.

2) Most states have at least one GYO program, but tremendous variety exists in program design and strategy.

Only three states (ND, VT, and WY) did not have some type of GYO program.²⁰ In 47 states plus the District of Columbia we found programs for high school students, paraeducators, community members, non-certified school staff, or some combination. The number of program types offered varied widely, with seven states (FL, ID, LA, NH, OH, RI, and WV) only having one type of program and nine states (AR, CA, CO, KS, MN, MS, NY, OR, and SC) having more than five program types. At the state level, we counted the number of GYO program types offered and not the number of individual programs funded through those efforts. If we were to count individual programs, Texas would be at the top, with more than 200 programs offered.²¹ The large number of programs is attributed to the state's Ready, Set, Teach program for high school students. In addition, over 50 school districts have received funding to develop programs through the state's competitive grant program.

The number of programs initiated at the district level outnumbers those that are supported by state investments. The highly local nature of GYO programs is precisely what makes them effective, but this also means there is substantial variation across program design, reliance on partnerships, and the amount and type of supports offered to candidates. For example, Waterloo Public Schools in Iowa partnered with a local teacher preparation program to launch a small GYO program for paraeducators and has structured it so that participants only work part time and have the rest of their time covered by a different staff member. The district does not provide tuition support but does cover the cost of the additional staff members and participants' full-time salaries. By comparison, the STEP UP and Teach program offered by Los Angeles Unified School District offers paraeducators guidance on requirements and teacher preparation programs along with tuition reimbursement and assistance covering the cost of state-mandated licensure exams.

State-funded GYO initiatives also vary in terms of the number of pathways offered and the level of support provided to candidates. Minnesota offers two GYO pathways, one for paraeducators to participate in a pilot residency program and another for high school students to enroll in education-focused courses and earn dual credit. Texas has three pathways: one for high school students, one for paraeducators, and one for current teacher candidates to provide them year-long clinical teaching assignments, leveraging partnerships between school districts and educator preparation programs. Other states such as California, Maryland, Nevada, and New Mexico offer scholarships but lack comprehensive supports to help candidates persist in their preparation programs.

3) More than half of states have a GYO policy, but funding for GYO programs is inconsistent.

A total of 27 states have a GYO focused policy, which we define as a statute, bill, or executive order. These policies vary from scholarship programs designed to help high school graduates cover the cost of an educator preparation program to approving alternative route programs for paraeducators to having GYO listed as one potential approach in larger grant programs designed to diversify the educator workforce. However, in spite of having GYO policies on the books, only 18 states currently fund some type of GYO program. Of these states, seven (CA, IL, MA, MN, NY, TX, and WA) currently fund a competitive grant program designed to incentivize school district and educator preparation partnerships to develop and implement GYO programs.

Looking more closely at individual states, Arizona is an outlier, as it does not have a GYO policy but does fund a scholarship program to help paraeducators earn a teaching degree in the area of special education. Washington State currently funds four different GYO programs, which is more than any other state. These programs include the Alternative Routes Block Grant, which brings

together school districts and institutes of higher education to develop GYO programs; Recruiting Washington Teachers, which offers high school students courses and exposure to careers in education; Recruiting Washington Teachers Bilingual Educators Initiative, which is a spin-off focused on producing bilingual teachers; and the Pipeline for Paraeducators Conditional Loan Scholarship, which provides financial assistance toward associate degrees for paraeducators interested in becoming teachers.

4) Pathways for high school students are the most common type of GYO program.

A total of 47 states plus the District of Columbia offer at least one type of program to expose high school students to careers in education. These programs are primarily offered through career and technical education (CTE), which provides students with career-related academic and technical skills.²² Dual enrollment is also widely offered to provide students with the chance to earn college credit while still enrolled in high school.²³ Teacher Cadets (TC), a program that began in South Carolina and has since expanded nationally, is another common offering.²⁴ That program is focused on high-achieving students and aims to help them consider careers in teaching. It utilizes a curriculum developed by TC and is designed as a college-level course. Educators Rising, a national organization that exposes middle and high school students to careers in education, is also common, with students participating in a variety of ways.²⁵ Some of their programs are linked to CTE and others serve more as interest clubs for students. Educators Rising also offers a curriculum that can be integrated into CTE courses and opportunities for students to earn micro-credentials²⁶ to demonstrate their growing skills and competencies.

Several states, such as Maryland, Nevada, and Oklahoma, have scholarship programs to support high school students who want to become teachers. While they are called scholarships, these programs come with some strings attached: recipients must agree to teach in the state for a specified number of years and in some cases risk having to pay the money back if they do not fulfill their service requirements. Scholarship programs are often closely linked to shortage areas. In Nevada, recipients of Teach Nevada Scholarships must get an endorsement in either English as a second language or special education.²⁷ A majority of state GYO competitive grant programs include tracks for high school students. In Texas, high school students are a primary focus of states's GYO efforts. Consider: its GYO grant application mandates that applicants interested in creating a GYO pathway for paraeducators can only do so if they apply in conjunction with a program for high school students.²⁸

Apprenticeship models are also emerging in the mix of high school educator pathways. There are youth apprenticeship programs in at least four states (CA,

CO, GA, and KY) that prepare students for careers in education through a mix of high school and college coursework and paid work-based learning.²⁹

High school students are seen as an attractive pool of potential teachers who will be invested in returning to teach in their home communities. Some studies suggest that early recruitment of middle and high school students is a more effective strategy than pulling from adult populations.³⁰ However, even though these pre-collegiate GYO programs have been widely adopted, there is almost no data on their efficacy in producing teachers. GYO experts Conra Gist, Margarita Bianco, and Marvin Lynn note in a 2019 study that often these programs lack data “on the number of students who have completed the program, achieved state licensure, and entered the classroom as teachers.”³¹ Some states are making efforts to collect these data moving forward. For example, Washington State has added a code to its Comprehensive Education Data and Research System (CEDARS) that will allow tracking of how many alumni of the Recruiting Washington Teachers program have enrolled in an educator preparation program and become teachers in the state.³²

5) Programs for paraeducators are widely available and targeted to school and student needs.

Paraeducator pathways are offered in 34 states, with the majority being developed at the school district level. Paraeducators are often tapped by their building administrator to enroll in a GYO program due to their significant instructional experience, knowledge of the district, and interest in becoming a licensed teacher. In addition, paraeducators are more likely to match the racial and linguistic diversity of the K-12 student population.³³ These essential educators are particularly suited to GYO programs geared toward developing bilingual teachers (see **Grow Your Own Programs for Bilingual Educators**) and special education teachers given that paraeducators are often utilized to support English learners and students with disabilities.

The reach of these GYO programs for paraeducators remains limited because they are often specific to a school district and it is unclear how many paraeducators are served in each program. In our research, we have found that the number of paraeducators enrolled in comprehensive GYO programs is kept small, usually under 20. Comprehensive programs offer wraparound supports such as financial assistance, academic advising, test preparation, and job-embedded learning, which also constrain program size. Often programs are designed to meet the individual needs of students. Providing one-on-one assistance is high-touch work that requires significant staff time and capacity, limiting the number of individuals who can be served.³⁴

Scholarship programs likely have a wider reach and may be a more efficient strategy for producing teachers. California’s Classified School Employee Teacher

Credentialing Program, which provided annual scholarships of \$4,000 to help paraeducators and other school staff earn an undergraduate degree and teaching credential, reached over 2,000 participants. The program has had two rounds of funding, the most recent offered in 2016. Of the over 900 credentialed staff who were provided funding in the most recent round, 198 have earned a credential and are working as teachers in the state, according to a 2019 program report.³⁵ The low rate of earned credentials could be due to the fact that participants are working while enrolled, which limits the number of courses they can take and lengthens the time spent in the program. More research is needed to examine the outcomes of different types of GYO programs, including their cost and return on investment.

The majority of programs are designed to serve paraeducators who either already hold a bachelor's degree or have an associate degree/60 hours of college credit. GYO programs that are structured as partnerships with educator preparation programs can prepare paraeducators with bachelor's degrees in about 15 months and in about two years for those with associate degrees. These programs are designed to offer a structured pathway that allows participants to complete them in a specified time frame. For example, the Chicago Public Schools bilingual teacher residency program is structured so that paraeducators work as teacher residents during the first year of the program and earn their teaching certification in the process.³⁶ They start their work as classroom teachers in the second year of the program while simultaneously taking classes to earn their bilingual endorsement.

→ GROW YOUR OWN PROGRAMS FOR BILINGUAL EDUCATORS

English learners are a growing segment of the U.S. student population and are best served in bilingual programs that support their English development and continued growth in their home language. Currently, the country is not producing enough bilingual educators to meet the needs of English learners. In 2016, 31 states and the District of Columbia reported shortages of bilingual, dual language immersion, and English as a second language teachers.³⁷ GYO programs are a promising strategy for developing more bilingual teachers due to their focus on recruiting high school students and paraeducators³⁸ and their design, which provides a range of supports to promote persistence and success in a teacher preparation program.

Our GYO policy and program scan included a special focus on programs for bilingual educators, due to our longstanding interest in how these programs can strengthen the bilingual teacher pipeline. We found GYO programs for bilingual educators in 11 states (AK, AR, CA, GA, IL, NY, OK, OR, TX, WA, and

WI) plus DC. The majority of programs are district-level initiatives, such as the Bilingual Teacher Pipeline Project led by Oklahoma City Public Schools. Washington State stands out as the only jurisdiction to currently offer a statewide program focused on recruiting bilingual high school students into the teaching profession. California's Bilingual Teacher Professional Development Program, which was authorized once in 2017, provided funding to 10 local education agencies to prepare more bilingual teachers, including by helping paraeducators earn a teaching credential.³⁹

Conclusion

Our scan reveals GYO to be a widespread strategy that has been leveraged in myriad ways in an attempt to solve teacher shortages and increase the racial and linguistic diversity of the educator workforce. While much variation exists in program design and delivery, states and districts are unified in the reason for promoting and investing in GYO: the belief that recruiting and preparing teachers from the local community will increase retention and equip schools with well-prepared teachers who are knowledgeable about the needs of students and families in the community.

We are facing unprecedented challenges across the nation. The COVID-19 pandemic will have a broad and lasting impact on education funding. Despite the expansion of GYO programs and policies, budget cuts and new priorities point to an uncertain future for this strategy. For example, in California, Governor Newsom has proposed cutting funding for programs that help local jurisdictions develop local teacher talent.⁴⁰ The urgency of the current moment should not overshadow the reality that schools need well-prepared teachers who are committed to staying in the profession.

Now more than ever, teachers are being asked to adapt their practice, strengthen their communication with students and families, and learn how to navigate new teaching tools. GYO programs that facilitate partnerships between school districts and teacher preparation programs and offer candidates comprehensive job-embedded training offer a model for how to recruit and prepare the teachers we need for this moment and for the future.

Glossary

Glossary of Terms for High School Programs

Apprenticeship programs allow students to complete high school, start their postsecondary education at no cost, get paid work experience alongside a mentor, and start along a path that broadens their options for the future. For more see New America's [Partnership to Advance Youth Apprenticeship](#)

Call Me MISTER recruits and supports males of color to enter the teaching profession. The program offers financial assistance, mentorship, academic support, a cohort structure and assistance with job placement.

Career and Technical Education programs offer a sequence of courses that provides individuals with rigorous [academic content and relevant technical knowledge and skills](#) needed to prepare for further education and careers in current or emerging professions.

Dual Enrollment allows students to take and earn credit for college courses while still in high school. For more information see [this explainer from](#) the US Department of Education.

Educators Rising, is a national career and technical student organization that provides high school and middle students with exposure to careers in education. The program is linked to state/district Career and Technical Education programs but is also offered as extracurricular programs. For more see [Educators Rising 2019-2020 Guide](#).

Glossary of Paraeducator Programs

Alternative Route programs provide accelerated pathways to teacher certification for individuals with a bachelor's degree. These programs can be offered by educator preparation programs at institutes of higher education, for-profit providers, and more. For more information see the ECS brief [Mitigating Teacher Shortages: Alternative Teacher Certification](#).

Apprenticeships provide paid-on-the-job learning and coursework to promote career advancement. For more on apprenticeships in education see New America's report [Rethinking Credential Requirements in Early Education](#).

Career Ladder models are usually offered by school districts as a way to assist paraeducators move up the career ladder and earn their teacher certification. These programs employ varying designs, but usually include financial assistance. For an example see the [Career Training Program](#) offered by New York City Public Schools.

Cohort models provide prospective teachers with the opportunity to matriculate through a teacher preparation with a group of peers that can provide an added layer of support. For more on cohort models see the Center for the Study of Child Care Employment report [Learning Together: A Study of Six B.A. Completion Cohort Programs in ECE](#).

Community College Baccalaureate programs are four-year bachelor degree programs offered at community colleges. These programs offer a more accessible and affordable option to earning a degree. For more see New America's report [Community College Baccalaureate Programs: A State Policy Framework](#).

Glossary of Terms for High School Programs

Future Educators of America is a national organization that promotes clubs for students who are interested in becoming teachers. For more see: Florida's [Future Educators of America program](#).

Pathway programs provide students with support along the pathway to becoming teachers by making connections between high school, community colleges, and universities. For an example see New America's profile of [Skagit Valley's Supported Teacher Pathway](#). Some pathway programs create pathways for high school students/ college students to work as paraeducators in their school district while enrolled in a teacher preparation program. For an example see Oklahoma City Public School's [Pathway to Bilingual Teaching Careers program](#).

Scholarship programs that support high school students to pursue a degree in teaching. Many of these scholarships take the form of conditional loans, meaning that students who accept the money must commit to teaching for a specified number of years in the state or risk having to pay back a portion of the loan.

Teacher Academy is a model that can incorporate elements of career and technical education and Dual Enrollment. For an example see Washington's [Recruiting Washington Teachers program](#).

Glossary of Paraeducator Programs

Conditional Loans are a form of financial assistance provided to help cover the cost of college tuitions. These loans come with the expectation that the recipient will teach in the district or state for a specified number of years. If the recipient fails to fulfill the specified teaching obligation, they have to pay back the loan on a prorated scale. These programs are also known as forgivable loans. For more see [Washington state's conditional loan programs](#).

A teaching [micro-credential](#) is a verification of a discrete skill or competency that a teacher has demonstrated through the submission of evidence. For more see New America's blog post [Teacher Micro-credentials: State Considerations for Professional Development and License Renewal](#).

Partnership refers to GYO programs whereby school districts [partner](#) with institutes of higher education and/or community based organizations to recruit and prepare teachers from the local community. Oftentimes, these partnerships are designed to provide candidates with wraparound supports to facilitate access and persistence in a teacher preparation program.

Scholarship refers to program that provide paraeducators with financial assistance to cover the costs of tuition. These scholarships have varying requirements and often do not cover the full cost of tuition, books, and fees. [New Mexico](#) and [California](#) offer examples of state-funded scholarship programs designed for paraeducators.

Glossary of Terms for High School Programs

Teacher Cadets is a national program that exposes high school students to careers in teaching through coursework, including dual enrollment. Originally started in South Carolina, the program has expanded to over 30 states.

Glossary of Paraeducator Programs

Teacher Residency programs provide teacher candidates with the opportunity to get hands-on experience and mentorship by working in a classroom alongside a more experienced teacher before they take on responsibility for leading their own classroom. This approach to teacher preparation typically lasts for an entire school year and is paired with coursework that will result in a graduate degree in education and a teaching license. For more see the [National Center for Teacher Residencies](#).

2+2 programs allow teacher candidates to attend a community college and then transfer to a four-year college/university. These programs help reduce the cost of higher education and increase access for non-traditional students and first-generation college students. For more information see this article in the [Community College Review](#).

Notes

- 1 Conor P. Williams, Amaya Garcia, Kaylan Connally, Shayna Cook and Kim Dancy, *Multilingual Paraprofessionals: An Untapped Resource for Supporting American Pluralism* (Washington, DC: New America, 2016), https://d1y8sb8igg2f8e.cloudfront.net/documents/DLLWH_ParasBrief6.1.pdf
- 2 Conra Gist, Margarita Bianco, and Marvin Lynn, “Examining Grow Your Own Programs Across the Teacher Development Continuum: Mining Research on Teachers of Color and Nontraditional Educator Pipelines,” *Journal of Teacher Education* 70, no. 1 (2019): 13–25; Kam Fui Lau, Evelyn B. Dandy, and Lorrie Hoffman, “The Pathways Program: A Model for Increasing the Number of Teachers of Color,” *Teacher Education Quarterly* 34, no. 3 (Fall 2007): 27–40; and Beatriz Chu Clewell and Ana María Villegas, *Ahead of the Class: A Handbook for Preparing New Teachers from New Sources* (Washington, DC: The Urban Institute, 2001), <https://files.eric.ed.gov/fulltext/ED454305.pdf>
- 3 Gist, Bianco, and Lynn, “Examining Grow Your Own Programs,” and Ana María Villegas and Beatriz Chu Clewell, “Increasing Teacher Diversity by Tapping the Paraprofessional Pool,” *Theory into Practice* 37, no. 2 (Spring 1998): 121–130.
- 4 For further reading, see Michael Genzuk and Reynaldo Baca, “The Paraeducator-to-Teacher Pipeline: A 5-Year Retrospective on an Innovative Teacher Preparation Program for Latina(os),” *Education and Urban Society* 31, no. 1 (November 1998): 73–88; Christine L. Smith, *Focus on an Untapped Classroom Resource: Helping Paraprofessionals Become Teachers* (Atlanta, GA: Southern Regional Education Board, April 2003); and Jorgelina Abbate-Vaughn and Patricia C. Paugh, “The Paraprofessional-to-Teacher Pipeline: Barriers and Accomplishments,” *Journal of Developmental Education* 33, no. 1 (Fall 2009): 14–27.
- 5 The DeWitt Wallace-Reader’s Digest Fund’s Pathway to Teaching Careers Program, launched in 1989, is an exception. This \$50 million national initiative aimed to address the shortage of well-prepared and certified teachers in urban and rural schools. For more about that program, see Clewell and Villegas, *Ahead of the Class*.
- 6 Elizabeth A. Skinner, “Project Nueva Generación and Grow Your Own Teachers: Transforming Schools and Teacher Education from the Inside Out,” *Teacher Education Quarterly* (Summer 2010): 155–167, <https://files.eric.ed.gov/fulltext/EJ902714.pdf>
- 7 For more about statewide GYO programs see Jenny Muñiz, *Investing in Grow Your Own Teacher Programs: Leveraging Statewide Competitive Grants to Promote Quality*, (Washington, DC: New America, 2020), in press.
- 8 Kamala Harris (website), “America’s Teachers Deserve a Raise: Full Policy,” <https://kamalaharris.org/policies/teachers/full-policy/>
- 9 Warren Democrats (website), “A Great Public School Education for Every Student,” <https://elizabethwarren.com/plans/public-education>
- 10 College Affordability Act, H.R. 4674, 116th Cong. (2019) <https://edlabor.house.gov/imo/media/doc/REINTRO.xml.pdf>
- 11 Classrooms Reflecting Communities Act of 2019, S. 2887, 116th Cong. (November 18, 2019), <https://www.govtrack.us/congress/bills/116/s2887/text>
- 12 For more on GYO program design, see New America’s Grow Your Own Educators publications page that includes several program profiles, <https://www.newamerica.org/education-policy/grow-your-own-educators/publications/>
- 13 Alyssa Evans, Ben Erwin, Heidi Macdonald, Sarah Pompelia, Stephanie Aragon, and Zeke Perez, Jr., *50-State Comparison: Teacher Recruitment and*

Retention (Denver, CO: Education Commission of the States, 2019), <https://www.ecs.org/50-state-comparison-teacher-recruitment-and-retention/>

14 Damion Pechota, Tom Keily, and Zeke Perez Jr., “What Career Clusters are Recognized by the State?” *50-State Comparison: Secondary Career and Technical Education* (Denver, CO: Education Commission of the States, April 2020), <https://c0arw235.caspio.com/dp/b7f930006f4dbd5d572f423ab8cd>

15 Wesley Williams II, Richard Adrien, Carrie Murthy, Darcy Pietryka, *Equitable Access to Excellent Educators: An Analysis of States’ Educator Equity Plans* (Rockville, MD: Westat, 2016), <https://www2.ed.gov/programs/titleiparta/equitable/titleiiequityanalysis1031.pdf>

16 U.S. Department of Education (website), National Professional Development Program, <https://www2.ed.gov/programs/nfdp/awards.html>

17 *Grow Your Own! A Resource Guide to Creating Your Own Teacher Pipeline* (Jefferson City: Missouri Department of Elementary and Secondary Education, 2016), <https://dese.mo.gov/sites/default/files/Grow-Your-Own-Resource-Guide.pdf>

18 Minnesota Department of Education (website), Districts, Schools and Educators, “Grow Your Own Competitive Grant Opportunity for Pathway 1 and Pathway 2—State Funding—FY20,” <https://education.mn.gov/MDE/DSE/MDE087103>

19 Department of Education, State of Hawaii, “Grow Our Own” flyer, <http://www.hawaiipublicschools.org/DOE%20Forms/GrowOurOwn.pdf>

20 When we refer to programs within states in this brief, we do necessarily not mean that the program is state-run or state-led. Rather, we mean that we were able to find a GYO program in that state.

21 *Grow Your Own Teacher Initiatives Resources* (Austin: Texas Comprehensive Center at American

Institutes for Research, 2018), 7, <https://texas-cc.org/sites/default/files/2018-02/GYO-Tchrs-Review-508.pdf#page=9>

22 The Carl D. Perkins Career and Technical Education Act, reauthorized as Perkins V in 2018, is the federal program that supports CTE. For more about CTE in general and related state and federal policy, see Advance CTE (website), https://cte.careertech.org/sites/default/files/UnderstandingPerkinsV_UpdatedAugust2018.pdf

23 For more on state dual enrollment policies see Bryan Kelley and Julie Rowland Woods, *50-State Comparison: Dual/Concurrent Enrollment Policies* (Denver, CO: Education Commission of the States, 2019), <https://www.ecs.org/dual-concurrent-enrollment-policies/>

24 Teacher Cadets (website), Research, <https://www.teachercadets.com/research.html>

25 For more on Educators Rising, see its website, <https://www.educatorsrising.org/what-we-offer/overview>

26 For more on micro-credentials, see Barnett Berry and P. Ann Byrd, *Micro-credentials and Education Policy in the United States: Recognizing Learning and Leadership for Our Nation’s Teachers* (Washington DC: Digital Promise, June 2019), <https://digitalpromise.org/wp-content/uploads/2019/06/mcs-educationpolicy.pdf>

27 State of Nevada Department of Education (website), Teach Nevada Scholarships, http://www.doe.nv.gov/Educator_Effectiveness/Educator_Develop_Support/Teach_Nevada_Scholarships/#:~:text=Teach%20Nevada%20Scholarships%20are%20available,Eligible%20candidates%20include%3A&text=Students%20who%20possess%20a%20bachelor's,and%20spouses%20of%20veterans%3B%20or

28 *Program Guidelines: 2020–2022 Grow Your Own Grant Program, Cycle 3* (Austin: Texas Education

Agency, 2019), 4, <http://castro.tea.state.tx.us/eGrants/20-21/20029137/proguide.pdf#page=7>

29 For more on youth apprenticeship see, New America's Partnership to Advance Youth Apprenticeship resources.

30 *Grow Your Own Teacher Initiatives Resources*, 6.

31 Gist, Bianco, and Lynn, "Examining Grow Your Own Programs," 20.

32 Megan Rosenberg and Stacey Sowders, *Recruiting Washington Teachers: 2018–19 Annual Report* (Olympia: Washington State Professional Educator Standards Board, November 2019), <https://drive.google.com/file/d/16rNXPiTnef51Bq0w9VixxfRbTCiHCHpA/view>

33 Williams, Garcia, Connally, Cook, and Dancy, *Multilingual Paraprofessionals: An Untapped Resource*.

34 Amaya Garcia, "Cultivating Nebraska's Indigenous Roots to Grow American Indian Teachers," *EdCentral* (blog), New America, February 24, 2020, <https://www.newamerica.org/education-policy/edcentral/indigenous-roots/>

35 *Report to the Legislature on the California Classified School Employee Teacher Credentialing Program*, (Sacramento: Commission on Teacher Credentialing, November 2019), https://www.ctc.ca.gov/docs/default-source/commission/reports/classified-grant-pgm-report-2019.pdf?sfvrsn=5d4f2cb1_4

36 Amaya Garcia and Roxanne Garza, *Chicago's Bilingual Teacher Residency: A Partnership to Strengthen the Teacher Pipeline* (Washington, DC: New America, 2019), <https://www.newamerica.org/education-policy/reports/chicagos-bilingual-teacher-residency-a-partnership-to-strengthen-the-teacher-pipeline/>

37 U.S. Department of Education, *Teacher Shortage Areas Nationwide Listing 1990–1991 through 2016–*

2017 (Washington, DC: Office of Postsecondary Education, 2016), <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>

38 For more, see Jorge P. Osterling and Keith Buchanan, "Tapping a Valuable Source for Prospective ESOL Teachers: Northern Virginia's Bilingual Paraeducator Career-Ladder School–University Partnership," *Bilingual Research Journal* 27, no. 3 (2003): 503–521; and Amaya Garcia, *Building a Bilingual Teacher Pipeline: Bilingual Teacher Fellows at Highline Public Schools* (Washington, DC: New America, 2017), https://na-production.s3.amazonaws.com/documents/FINAL_EnglishLearners_Washington.pdf

39 California Department of Education (website), BTPD Program Descriptions, <https://www.cde.ca.gov/pd/ps/btpdpgrants.asp>

40 John Fensterwald, "Gov. Newsom's Revised Budget Would Partially Offset Huge Drop in Revenue for K–12 Schools, Community Colleges," *EdSource*, May 14, 2020, <https://edsource.org/2020/gov-newsoms-revised-budget-would-partially-offset-huge-drop-in-revenue-for-k-12-schools-community-colleges/>



This report carries a Creative Commons Attribution 4.0 International license, which permits re-use of New America content when proper attribution is provided. This means you are free to share and adapt New America’s work, or include our content in derivative works, under the following conditions:

- **Attribution.** You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

For the full legal code of this Creative Commons license, please visit **creativecommons.org**.

If you have any questions about citing or reusing New America content, please visit **www.newamerica.org**.

All photos in this report are supplied by, and licensed to, **shutterstock.com** unless otherwise stated. Photos from federal government sources are used under section 105 of the Copyright Act.